GARDNER-WEBB COLLEGE



GRADUATE CATALOG

1989-1991

Gardner-Webb College Graduate Catalog 1989-91

Boiling Springs, North Carolina 28017
Telephone 704-434-2361

Contents

3 **Calendar**
5 **Introduction to Gardner-Webb College**
History
Purpose
Accreditation
Campus and Buildings
11 **Admissions and Finances**
17 **Academic Information**
23 **Student Life**
25 **Graduate Program and Courses of Instruction**
43 **Directories**

Catalog Requirements

The conditions and policies set forth in this catalog have binding effect upon the College and students for the academic years in which it is in force. The College reserves the right to make necessary changes and corrections. When changes are made in graduation requirements, the College accepts a moral obligation to provide students the conditions effective the year of their most recent continuous enrollment or an alternative which would not be punitive. Otherwise, all other requirements are effective and in force upon publication of changes.

Gardner-Webb College is committed to equality of opportunity in all areas of education and employment and does not practice or condone discrimination in any form against applicants or students on the basis of race, color, national origin, religion, sex, age, or handicap.


WEBB BUILDING

Calendar

Fall Semester 1989

August 28 (Monday)	Classes Begin
August 30 (Wednesday)	Last Day for Late Registration
October 16-17 (Mon.-Tues.)	Fall Break — No Classes
November 22-24 (Wed.-Fri.)	Thanksgiving Break — No Classes
December 6 (Friday)	Classes End
December 8-15 (Fri.-Fri.)	Examinations

Spring Semester 1990

January 15 (Monday)	Classes Begin
January 17 (Wednesday)	Last Day For Late Registration
March 12-16 (Mon.-Fri.)	Spring Break — No Classes
April 24 (Tuesday)	Classes End
April 26-May 3 (Thur.-Thur.)	Examinations
May 5 (Saturday)	Commencement: Last Day of School

Summer School

Graduate Program	TBA
August 4 (Saturday)	Summer Commencement

Proposed Calendar 1990-1991
(Subject to Revision)

Fall Semester 1990

August 27 (Monday)	Classes Begin
August 31 (Friday)	Last Day for Late Registration
October 22-23 (Mon.-Tues.)	Fall Break — No Classes
November 21-23 (Wed.-Fri.)	Thanksgiving Break — No Classes
December 4 (Wednesday)	Classes End
December 6-13 (Fri.-Fri.)	Examinations

Spring Semester 1991

January 13 (Monday)	Classes Begin
January 17 (Friday)	Last Day for Late Registration
March 3-7 (Mon.-Fri.)	Spring Break — No Classes
April 23 (Wed.)	Classes End
April 25-May 2 (Fri.-Fri.)	Examinations
May 3 (Saturday)	Commencement

Summer School 1991

Graduate Program	TBA
August 2 (Saturday)	Commencement


HUBERT M. CRAIG MEMORIAL

Introduction to Gardner-Webb

Gardner-Webb College is a coeducational, residential, church-related college on a beautiful campus just outside Shelby at Boiling Springs, North Carolina. The College derives its name from O. Max Gardner, distinguished governor of North Carolina in the 1930s, and his wife Fay Webb Gardner. The beauty of the campus and the quality of the academic program owe much to their example and leadership.

Location

Gardner-Webb College is located in the Piedmont section of western North Carolina, one of the most desirable and rapidly developing areas of our nation. Boiling Springs is a small rural town. Nearby Shelby, a city of 18,000, is noted for its support of the arts and as the home of state and national leaders. Forty-five miles east of Gardner-Webb is the thriving city of Charlotte, the largest city in the Carolinas. Less than one hour away to the south is the city of Spartanburg, South Carolina.

Students

Gardner-Webb College, founded by Southern Baptists in 1905, has grown steadily to its current enrollment of over 2,000 students. The 1,700 undergraduates come from many states and several foreign countries. Slightly less than half of the students are men, and the student body includes several racial and socioeconomic groups. Gardner-Webb College admits students of any race, color, sex, and national or ethnic origin without discrimination.

Programs

Gardner-Webb provides three distinct academic programs — the on-campus undergraduate program, the GOAL Program (evening classes taught in a number of locations for graduates of two-year colleges), and the Graduate Program, designed to provide master's level work for teachers. For additional information on the GOAL and on-campus undergraduate programs, see the bulletins for these programs.

Gardner-Webb conducts graduate programs in the following North Carolina counties, in addition to the main campus in Boiling Springs: Davidson, Forsyth, Gaston, Moore, and Surry.

Faculty

Gardner-Webb College is blessed with a dedicated staff and an excellent faculty — all of the regular faculty hold doctorates in their field. The primary concern of the faculty is teaching. The faculty have been chosen because of their academic preparation, their Christian commitment, and their desire for excellence in teaching. Many of Gardner-Webb's faculty have blessed the College with long years of service. In addition to professional staff, the full-time teaching faculty numbers almost ninety, about fifteen of whom serve on the graduate faculty.

Academic Calendar

The College's academic year is divided into two semesters and a summer school. The fall semester is a four-month term, ending prior to Christmas holidays. Following the four-month spring semester is a comprehensive summer school of two terms of five weeks each.

History

Gardner-Webb College has experienced remarkable growth, perseverance, and maturity. The institution began as a boarding high school and later became a junior college. Today Gardner-Webb is a thriving senior college with a growing master's program.

From a movement initiated by the Kings Mountain Baptist Association in 1903, and later joined by the Sandy Run Baptist Association, the Boiling Springs High School was chartered on December 2, 1905, as an institution "where the young . . . could have the best possible educational advantages under distinctive Christian influence."

In response to the changing educational needs of the area the institution was transformed into the Boiling Springs Junior College in 1928.

In 1942, Governor O. Max Gardner began devoting his energy, time, and wealth to strengthening and guiding the College. So important was his influence that the name of the institution was changed to Gardner-Webb College in honor of the governor, his wife, Faye Webb Gardner, and their families.

The decades following World War II were years of physical growth and academic development. New buildings went up as enrollments increased. A major step in the College's development was its full accreditation as a senior college in 1971. In 1980 the College began offering a master of arts degree in education. Today Gardner-Webb College offers five distinct degree programs, a highly qualified faculty teaching in 27 major fields, and a beautiful campus of over 200 acres.

Historically the College has played significant roles in teacher education. Programs of instruction and experiences designed to prepare teachers continue to be major objectives of the College.

Although there have been many changes over the years, Gardner-Webb College remains closely related to the North Carolina Baptist State Convention and the Southern Baptist Convention.

Presidents

James Blaine Davis, 1928-30; Zeno Wall, 1930-32; James L. Jenkins, 1932-35; A.C. Lovelace, 1935-36; George J. Burnett, 1936-39; J.R. Cantrell, 1939-43; Philip Lovin Elliott, 1943-61; E. Eugene Poston, 1961-76; Craven E. Williams, 1976-86; M. Christopher White, 1986-.

The Purpose of Gardner-Webb College

The purpose of Gardner-Webb College is to provide liberal and professional learning of distinction within a caring community based on Christian principles and values

Preamble:

Gardner-Webb College embodies a central concept of the Judeo-Christian tradition, which emphasizes oneness in plurality. God is one, yet He is experienced as Father, Son, and Holy Spirit. Likewise, we are a community which is at once individual and corporate. Thus, as a family, we recognize the distinctive importance of each member; as members, we recognize the unique importance of the family. We are one family with many members, one institution with many disciplines.

Ultimately, our purpose is rooted in Jesus Christ and is reflected in the words of the Hebrew injunction that He quoted: "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, Thou shalt love, and with all thy mind; thy neighbor as thyself."*

Gardner-Webb College strives to:

Maintain its commitment to the Christian faith through the Baptist denomination, fostering the conviction that God exists and that He is revealed in Jesus Christ. This community recognizes that no truth can be separate from the ultimate truth of Jesus Christ. This truth, fearing nothing from investigation, is reflected in every discipline.

Instill in its students a dedication to the pursuit of knowledge, developing within the context of its Christian mission a program of critical thinking through a curriculum of liberal arts, preprofessional studies, and professional studies. This intellectual commitment demands academic excellence, moral integrity, intellectual honesty, and recognition of the dignity of each individual.

Engender the belief that Christian growth and academic knowledge inspire service to humanity, encouraging in students a commitment to a life of learning and a dedication to aiding all members of society. Through this service the whole being is fulfilled. The College, as an example of service, dedicates itself to serving its community and the larger world.

*Matthew 22:37-39

Accreditation

Gardner-Webb College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The Education program is approved by the North Carolina Department of Public Instruction. The College is authorized by the immigration authorities of the United States for the training of foreign students.

Campus and Buildings

The Gardner-Webb campus is beautiful, spacious, and rich in lawns and trees. It is designed and equipped to serve its living and learning community. Over 200 acres of rolling landscape provide more than adequate space for buildings, playing fields and landscaped areas. Extensive building and improvement projects have been completed in recent years, including the Lutz-Yelton Convocation Center.

Blanton House is the residence of the College president. In 1981 the children of George and Ida Wood Blanton gave their family home to the

College. Built in 1898 and restored with funds provided by the Blanton family, the colonial design home is located in Shelby.

Bost Physical Education Building and Swimming Pool is named in memory of L.C. Bost of Shelby and Mrs. Jean Bost Gardner. The facility contains basketball courts and classroom areas. The Olympic-sized swimming pool is heated and enclosed for year-round use.

The Hubert M. Craig Building is named in memory of Hubert M. Craig, Sr., of Gaston County, a former trustee of Gardner-Webb College. The building houses classrooms and offices for the Education and English departments.

The Development House was purchased by the College in 1985. The building contains the offices of the development staff and the director of athletics.

The Charles I. Dover Student Center, constructed in 1966, houses the cafeteria, faculty dining room, lounges, the Campus Shop, student government offices, a game room, and student development administrative offices.

The John R. Dover Memorial Library is named in memory of Mr. and Mrs. John R. Dover, Sr., pioneer industrialists of Cleveland County. The three-story structure, erected in 1974, is designed to provide seating for over 450 students.

The J.R. Dover, Jr., Memorial Chapel is a graceful and inspiring structure which stands at the formal entrance to the campus. Erected in 1972, the interior features a 336-seat auditorium. The lower level houses the Social Sciences department and classrooms.

Philip L. Elliott Hall, originally constructed in 1952, honors the memory of the seventh president of the College. Renovated in 1985, the building houses the Davis School of Nursing, the communications Studies department, and classrooms.

Elliott House, named in memory of Mrs. Philip L. Elliott, houses the offices of the campus minister, the B.E. Morris Academy, and several faculty.

The O. Max Gardner Memorial Fine Arts Center, completed in 1948, was constructed and furnished by the family of the late Governor O. Max Gardner. The building contains a recital hall, music studios and offices, classrooms, practice rooms, a band room and an art laboratory.

The E.B. Hamrick Building was built after World War I as a memorial to area residents who gave their lives for the cause of freedom. It was destroyed by fire and rebuilt in 1940. In 1943, the rebuilt structure was named in memory of E.B. Hamrick. The building houses an auditorium, classrooms and offices. In 1982, the building was placed on the National Register of Historic Places.

The Lindsay Building, completed in 1967, is a three-story, air-conditioned structure. It was named for the late David Lindsay and his wife, Winifred Herbert Lindsay, of Rutherfordton. The building houses the Broyhill School of Management, the Religion and Psychology depart-

ments, and classrooms.

The Lutz-Yelton Convocation Center, completed in 1982, serves as the center of cultural and athletic activities for the area. Included in the Center is the Kathleen Nolan Dover Theatre, named in her memory by her husband, Charles I. Dover, and their family. Also included in the Center is the Paul Porter Arena, which seats 4,500 for basketball games and various meetings. Classrooms, offices for faculty and coaches, racquetball courts and athletic training facilities complete the Center.

The Noel House contains the programs for handicapped students. The house was named in 1986 in memory of Dr. George Noel and in honor of his wife, Marguerite, of Kannapolis, N.C.

The Ernest W. Spangler Memorial Stadium, completed in 1966, includes a football stadium seating 6,000, a track, and a fully equipped field house. The facility is named in memory of Ernest W. and Verna Patrick Spangler of Shelby. The field house is named in honor of V.F. Hamrick of Shelby.

The Suttle Tennis Courts are named in honor of Mr. and Mrs. J.L. Suttle, Jr., of Shelby. The eight courts are lighted for evening play.

The Washburn Memorial Building is a brick structure erected in 1941 by Seaton A. Washburn in memory of the Washburn families. Originally used as a library, the building now houses faculty offices.

The Webb Administration Building was built by the O. Max Gardner Foundation in memory of Mrs. O. Max (Faye Webb) Gardner, her parents, grandparents, and great-grandparents. The building houses administrative offices, including the office of the president. In front of the Webb Building is the Suttle-Wall Tower of Light. The tower, built in 1969, is in memory of Joseph Linton Suttle and Dr. Zeno Wall.

The Welcome Center contains a visitors' center, the Safety and Security Offices, and student publications.

The Craven E. Williams Observatory, named in honor of the ninth president of the college, was built in 1989.

The A.T. Withrow Mathematics and Science Building, named in memory of A.T. Withrow of Charlotte, a benefactor of the College, has facilities for biology, chemistry, physics, and mathematics.

Additional buildings on campus provide facilities for faculty offices, residence halls, security and maintenance.

Visitor's Information

Visitors to Gardner-Webb College are welcome at all times. The administrative offices are open Monday through Friday from 8:00 a.m. until 5:00 p.m. Administrative officers and members of the faculty are available at other times by appointment.

Travel Information

Gardner-Webb College is in the town of Boiling Springs, N.C., a community just outside Shelby. The College is only thirteen miles from Interstate 85 and three miles from U.S. 74. It is accessible to airline services at

Charlotte and Greenville-Spartanburg. The telegraph address is Shelby, and the College is served by the Shelby-Lattimore telephone exchange. The number is (704) 434-2361.



Admissions and Finances

Admission Procedures

Gardner-Webb College operates on the Rolling Admissions Plan — completed applications are acted upon and notified within three weeks. No single criterion will be decisive, but each item will be considered in relation to the applicant's total qualifications. Although a interview is not required for admission (except for counselor education) to Gardner-Webb, campus visits are encouraged. Gardner-Webb College admission packets are available from the Graduate Office of the College.

Applicants must meet the College's standards as to intellectual promise, and emotional and social stability. Gardner-Webb College seeks to enroll students from a variety of racial, economic, social, religious, and geographic backgrounds.

Students may enter at the beginning of any semester or summer term. To apply for initial admission to graduate study the applicant should:

1. Submit an application to the Graduate Studies Office, Gardner-Webb College. A $20 non-refundable processing fee is required.
2. Arrange for two official transcripts of all previous academic work beyond the high school to be sent directly from each institution attended. The Privacy Act requires that each student request in writing that transcripts be released to the Graduate Studies Office. Such information is released only at the request of the applicant. Graduates of Gardner-Webb College must also request that the registrar release their transcripts.
3. Arrange for submission of scores on either the Graduate Record Examination, National Teachers Examination (Core Battery III-Professional Knowledge and Specialty Area), or Miller Analogies Test.
4. Submit three professional references on graduate study reference forms.
5 Provide evidence of Class A North Carolina Teacher certification or equivalent.

When all documents have been received they will be evaluated by the Associate Dean for Academic Affairs, according to criteria established by the Graduate Council, and the applicant will be notified of the decision. Because of the confidential nature of some items of information required for admission, the college reserves the right to reject any applicant without stating a reason.

Types of Admission Status

Admission for graduate study at Gardner-Webb College is granted in the following categories.

Regular

An applicant who meets all criteria for admission to the Master of Arts degree program is granted regular admission. These requirements in-

clude the following: a bachelor's degree from an accredited institution of higher learning with at least a 2.4 grade point average and/or a 3.0 in the major department; a Class A teaching certificate or equivalent for those who are pursuing a graduate degree leading to G-level certificate; satisfactory scores on either the Graduate Record Examination, National Teachers' Examination or the Miller Analogies Test; and three positive letters of evaluation.

Provisional

An applicant who does not meet the formal requirements for regular admission to a degree program may be granted provisional admission. A student admitted with provisional status must meet any conditions attached to his/her admission before being granted regular admission. Deficiencies may include undergraduate course prerequisites, low test scores, low undergraduate grade point average, or the need to complete student teaching or teacher certification. No student may be admitted to a degree program who has a grade-point-average lower than 2.25 on all college work attempted.

Special

A student entering the Graduate Program to take courses for professional or career enhancement as a non-degree seeker is granted special admission. A maximum of six semester hours may be taken as a Special Student and applied toward a master of arts degree at Gardner-Webb.

Transient

Transient status is assigned to an applicant from another recognized graduate institution who desires enrollment at Gardner-Webb to take courses for transfer to the institution in which he or she is enrolled as a degree candidate. A transient student must submit an application for admission and a letter from the dean or director of the program in which he or she is regularly enrolled indicating good standing.

Auditor

With the approval of the instructor, and the Associate Dean for Academic Affairs, a student may enroll for a graduate course as an auditor. The auditor is expected to complete the special auditor registration form and to complete all course requirements, with the exception of tests and examinations. An auditor's fee is required.

Applicant

An applicant to the Graduate Program may be granted permission to register for one semester of coursework prior to the completion of the entire admission procedure. Credit earned will be considered graduate level work but may not be counted toward a Master of Arts degree at Gardner-Webb until the student meets admissions criteria when all credentials are assessed. All supporting documentation must be submitted and assessed in order for the student to register for a second term of coursework.

Transfer of Courses for Graduate Credit

With the approval of the chair of the major department and the Associate Dean for Academic Affairs a maximum of six semester hours may be accepted from another accredited graduate school toward the fulfillment of requirements for a graduate degree at Gardner-Webb. A maximum of three semester hours may be transferred for certification in school administration, and a maximum of nine hours into the counselor education program. Students currently enrolled in a graduate degree program at Gardner-Webb must have prior approval to take courses from another institution for transfer credit.

The primary purpose of the transfer of credits policy is to grant incoming students credit for work previously completed. Students are expected to take the appropriate courses offered by Gardner-Webb once they enter our program. Permission is granted to take courses offered by other institutions when the appropriate course is not offered by Gardner-Webb or when it is more convenient for the college to approve a course for transfer than to offer the course by special arrangement.

Students who earned a bachelor's degree at Gardner-Webb College may not transfer for graduate credit any 500- or 600-level course taken as an undergraduate if that course contributed in any way to the requirements for the bachelor's degree or the Class A certificate. Senior or graduate level courses that did not contribute toward the bachelor's degree or initial certification may, at the discretion of the Department Chair, count toward the master's degree or Class G certificate.

Readmission of Former Students

Any student who does not register for three consecutive terms (the two summer sessions count as one term) must apply for readmission before resuming graduate work. No application fee is charged for readmission.

Cost of Instruction

Cost is $105 per semester hour for graduate credit for the 1989-90 academic year. The college reserves the right to change the cost per semester hour when the change is deemed necessary.

Refund Policy

Registration in the College is considered a contract binding the student for charges for the entire semester. However, it is the policy of Gardner-Webb College to give limited refunds in the event students Officially Withdraw from classes in the Graduate Program. In order to make a course adjustment (withdrawal), students must contact the registrar by phone. Students will receive a copy of the completed course adjustment form. Withdrawal must be completed prior to the end of the semester in order to officially withdraw.

Refunds will be computed on total charges for tuition, but not on textbook and fees. Students leaving school for disciplinary reasons will

not be eligible for any refund and will be liable for the entire semester's charges.

Refund Schedule

1. A full refund will be given provided the student officially withdraws prior to the first official class meeting.
2. A full refund less $50 will be given to a student who does not attend classes but waits until after classes begin to officially withdraw. Attendance will be based upon the instructors records.
3. When official withdrawal occurs within:
 - 7 calendar days of date class begins, refund 75%
 - 14 calendar days of date class begins, refund 50%
 - 21 calendar days of date class begins, refund 25%

Note: The term "refund" actually denotes a reduction in assessed charges. Actual refunds are available only to those having paid accounts. Refunds for students receiving federal, state, or institutional financial aid will be made in accordance with the regulations governing the respective programs. Leaving the College without officially withdrawing may result in a student's forfeiting all financial aid and, thus, becoming responsible for the entire balance.

Delinquent Student Accounts

Students with outstanding financial obligations may be prevented from taking final semester exams. A student will not be allowed to participate in commencement exercises or receive a diploma, nor will transcripts and/or grades be released, until all financial obligations are satisfied. Financial obligations include, but are not limited to, student account balances, parking fines, library fines, and returned checks.

Financial Aid

Some school systems assist Gardner-Webb graduate students in the payment of tuition and fees. Prospective students should inquire in their central offices as to the availability of such funds. Guaranteed Student Loans are also available to graduate students. The Financial Planning Office can provide details, but interested students should apply well in advance of the date of initiation of their graduate program.

Fellowships, Scholarships, and Assistantships

Financial assistance in the form of fellowships, scholarships, and assistantships is available on a limited basis to on-campus graduate students enrolled at Gardner-Webb. Inquiries should be made with the department in which the student intends to enroll.

Policies for Fellowships and Scholarships

1. Recipients must be fully admitted to the graduate degree program.
2. Applications for fellowships and/or scholarships must be obtained from and submitted to the Associate Dean for Academic Affairs

appoint a committee to assist him in the selection of the recipients.
3. Recipients of all awards may be new or continuing graduate students.
4. Recipients of fellowships and/or scholarships must be full-time students.
5. The Graduate Council must be informed of all awards including names, financial grants, and specific duties or requirements for each award.

Policies for Assistantships

1. Applications for assistantships must be obtained from and submitted to the department chair of the appropriate department.
2. Awards are for the academic year only, and are available to those carrying a minimum of six semester hours of work.
3. Requests for assistantships shall be submitted to the Associate Dean for Academic Affairs from the individual departments.
4. Each department will select the individual recipients of the awards.
5. Recipients of fellowships and/or scholarships may also receive assistantships.
6. Individual assistantship contracts must be re-evaluated yearly.





Academic Information

Gardner-Webb College offers the Master of Arts (M.A.) degree in the following areas: Elementary Education, Middle School Mathematics, School Administration, English Education, Social Studies Education, Counselor Education, Health Education, and Physical Education.

The courses are offered in evenings and during summer months to accommodate the schedules of working teachers. Courses are offered on-campus and at several off-campus locations in North Carolina. Off-campus courses are offered in a cluster format which brings all course work to the off-campus site except for class meetings at a library facility. Graduate students are not required to meet a residency requirement.

For students who have met all prerequisites (defined as holding a Class A certificate in an appropriate area), the program consists of 30 semester hour (except School Administration, 33 and Counselor Education, 48).

Course Registration

Registration includes academic advising, selection of courses and payment of fees. During preregistration, each student should consult with his or her academic adviser on course selection, and other degree requirements. However, it is the responsibility of the student, not the academic adviser, to ensure that all College graduation requirements are met.

A student will not receive credit for any course for which registration has not been completed.

Unless the student and his adviser consider it essential, a student should not change the schedule after registration.

Late Registration

A student may register during the week following regular registration, but this requires the permission of the Associate Dean for Academic Affairs and the instructor of the course. $25.00 late fee will be assessed.

Dropping, Adding, and Changing Courses

Changes may be made with the approval of the Registrar, the Associate Dean for Academic Affairs, the department chair, and the instructor(s) involved. A fee will be charged unless the change is requested by the administration.

When a student officially withdraws from a course, a grade of "W" (withdrew) is recorded during the first four weeks of the fall and spring semester, or during the first week of a summer term. After this period a "WP" (withdrew passing) or "WF" (withdrew failing) is assigned by the instructor based upon an assessment of the student's work to date in the course. No hours attempted are recorded for "W" and "WP" grades.

The last day for dropping an individual course is four weeks after the mid-term grade report period or a date not to exceed 75% of the course. After this time the only courses which will be dropped are those which a student drops when withdrawing from school.

Academic Advising

Each student admitted to graduate study is assigned a faculty adviser who assists the student in developing a program of study. Advisement sessions are scheduled each semester for all graduate students. It is the student's responsibility to meet with the adviser at the scheduled session or make arrangements for an alternative meeting time. An appropriate schedule of courses leading to uninterrupted study and completion of all requirements is assured fully-accepted students who begin their course of study in the summer session. Other schedule options are available.

Academic Load

A full load is six semester hours during the summer term and three semester hours during each regular semester. Students enrolled in these course loads are thus eligible for financial aid.

Auditing Courses

Any Gardner-Webb College student may audit a course for a nominal charge. The auditor is expected to complete the special auditor registration form and to complete all course requirements, with the exception of tests and examinations.

Class Attendance Policy

Regular class attendance is an important student obligation and each student is responsible for all work conducted in class meetings. Class attendance policy is the prerogative of the instructor. Within the first week of each semester, the instructor will clearly state, in writing, the attendance policies which will govern the class. Credit may not be granted for a course in which the student misses more than 25% of the class sessions.

Absence from class does not excuse the student from responsibility for class work. Planned class absences for official college business or foreseeable personal circumstances must be discussed with the instructor before the absence and plans made for completing course work missed.

Students in danger of failing to meet standards set for satisfactory class work due to excessive class absences will be notified by the instructor, but it is the student's responsibility to be aware of absences from class.

Examinations and Reports

Comprehensive final examinations are required in every course at the end of the semester. The only exceptions are courses which require major research papers as the primary activity of the course. A student who does not take the examination at the scheduled time will receive a failing grade in that subject unless excused by the instructor. If the student is excused, the grade will be recorded as Incomplete.

Grades will not be recorded if the student's account is in arrears unless satisfactory arrangements have been made with the Business Office.

Grades and Reports

Grading Systems and Quality Points

Graduation is dependent upon quality as well as upon quantity of work done.

Letter grades are used. They are interpreted in the table below, with the quality points for each hour of credit shown at the right.

Grades		Hours Attempted Per Credit Hour	Quality Points Per Credit Hour
A	– Superior	1	4
B	– Satisfactory	1	3
C	– Passing	1	2
F	– Failing	1	0
I	– Incomplete	1	0
W	– Withdrew without penalty	0	0
WP	– Withdrew passing	0	0
WF	– Withdrew failing	1	0

An **I** is assigned where course work is not complete because of circumstances beyond the control of the student. The student has until midterm of the following semester to complete the course work and remove the **I**; otherwise an **F** will be automatically assigned by the Registrar's Office.

A **W** will be assigned when a student withdraws from a course during the first four weeks of the semester, or the first week of a summer term. After the first four weeks of the semester, a **WF** or **WP** is assigned by the professor based upon the instructor's assessment of the student's work to date in the course.

Retention Policy

A student must have an average of 3.0 overall to be awarded the M.A. degree. When the GPA falls below 3.0, the student is placed on probation. If, after six hours of additional work, the student does not attain a 3.0 overall, the Associate Dean for Academic Affairs will notify the Graduate Council of the termination of the student's program.

Transcripts

The Registrar will furnish transcripts of credit upon written request. One official transcript is provided to each student without charge. Subsequent copies are $3 each, and this fee should accompany the request.

No transcript will be issued until all the student's accounts have been settled satisfactorily.

Academic Appeals

Any student may appeal an academic decision by first appealing to the instructor making the decision. If the problem is not resolved satisfactori-

ly, the student may then appeal to the department chair, the Associate Dean for Academic Affairs, the Graduate Council, the Vice President for Academic Affairs, and the President of the College, in that order. All academic appeals must be made in writing no more than eighteen months after the date of the decision being appealed.

Progress Review

When the student has earned between 15 and 21 hours credit, an appointment should be scheduled with the adviser to review progress to date and to determine additional work to be completed for the degree.

Comprehensive Examinations

The successful completion of a comprehensive examination is required for all candidates for the master of arts degree. The following policies govern the administration of this examination.

1. The comprehensive examination includes questions covering the student's entire program, and the entire examination is read and approved by the student's comprehensive examination committee.
2. Only written comprehensive examinations are administered.
3. Successful completion of the comprehensive examination is a requirement for graduation and is not a part of any existing course structure.
4. Comprehensive examinations are evaluated by a Graduate Faculty Examination Committee, composed of at least three persons selected by the chair of the appropriate department. A Comprehensive Examination Form, signed by the committee, is submitted to the Office of Graduate Studies and becomes a part of the student's records. Successful completion of the comprehensive examination is defined as approval by a majority of the examining committee.
5. Students who fail the comprehensive examination may be re-tested on the entire examination after a minimum of thirty days from the date of the first examination. Students who fail the comprehensive examination a second time must make written appeal to the Graduate Council in order to be considered for a third examination. Comprehensive exams may be taken only three times.

Application for Degree

A student must apply for the Master of Arts degree during the first week of the final term of study. An appointment should be made with the adviser who will provide appropriate forms to be filled out to obtain the degree. The adviser will validate the information on the application and submit it to the department chair who in turn will submit all applications for graduation to the Associate Dean for Academic Affairs.

Application for Graduate Certification

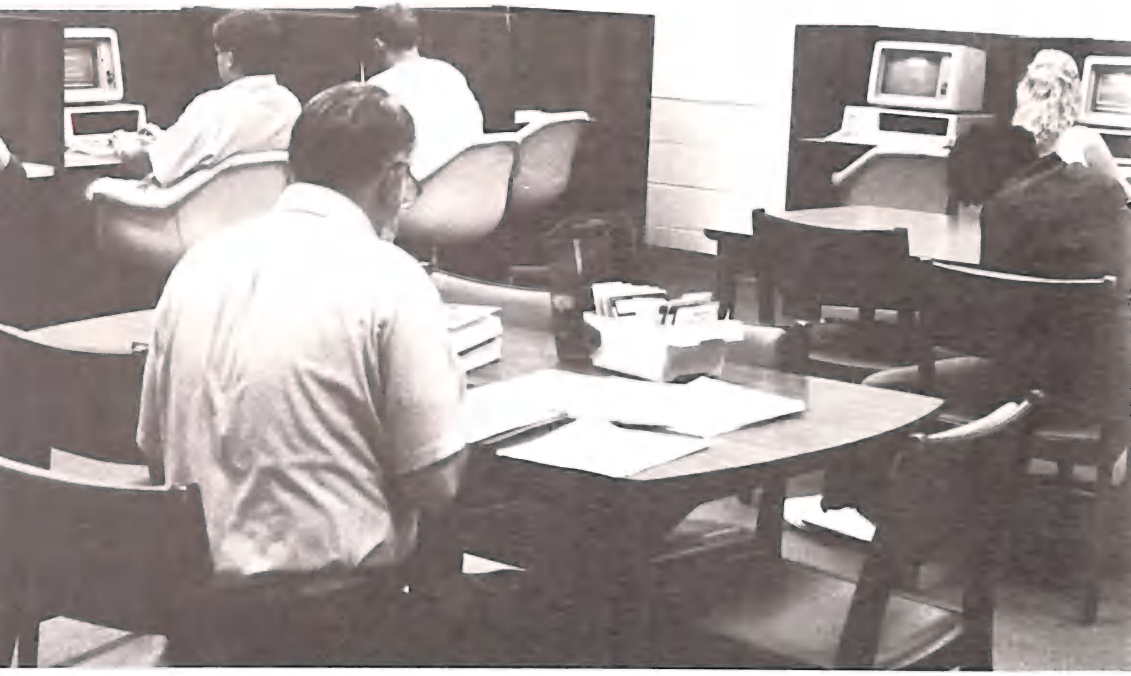
An application for the North Carolina G certificate must be filed with

the Chair of the Department of Education. An application fee is required. Certified checks must be made payable to the Division of Teacher Certification, North Carolina Department of Public Instruction. Official transcripts of any transfer credits applied toward the Master of Arts degree at Gardner-Webb must be submitted to the Department of Education, in addition to the Office of Graduate Studies. These transcripts will be sent to the State Department of Public Instruction with the application for Graduate Certification.

Commencement Exercises

Gardner-Webb conducts commencement exercises twice a year, at the end of the spring semester and at the end of summer school. Each candidate for a degree must be present for rehearsal and for the conferring of degrees. The college is not obligated to grant a degree to any candidate for graduation who does not attend these exercises. Any exception to this policy must be approved in writing by the Associate Dean for Academic Affairs.





Student Life

Students enrolled in the Graduate Program at Gardner-Webb College are typically working teachers. Therefore, programs are carefully designed to accommodate their needs, especially as they relate to work schedules. Graduate students have representation on the Graduate Council and are entitled, to attend campus events, receive campus publications, and request services which are offered to students at Gardner-Webb. Services offered include guidance and counseling, placement services, and the delivery of textbooks from the Campus Shop to off-campus centers. Graduate students are invited to participate in campus life to the maximum extent of their desire and interest.

Graduate Student Representation on the Graduate Council

Graduate students in each department offering graduate programs are represented each year to the Graduate Council. Only one of the elected departmental representatives, however, has voting privileges on the council. Voting privileges alternate between departments. In 1989-1990 the voting representative will come from the Department of Education.

Campus Code

The Code of Conduct is an official part of Gardner-Webb College and gives a special personality to life on the campus and in the regional centers. The Code represents values necessary to an open educational community, and students who enroll at Gardner-Webb agree to abide by it. Its provisions are contained in the Student Handbook.

Cultural Life

Each year a variety of programs is offered for the cultural and intellectual enrichment of campus life.

The Department of Fine Arts brings outstanding artists and performers to the campus during the year. The Student Center Board and the Student Government Association also schedule a number of events. Distinguished scholars in various fields are invited to the campus each year to provide lectures and seminars for the enrichment of the academic program.

There are also recitals in the Dover Theatre and in the O. Max Gardner Fine Arts Building by members of the Fine Arts Department faculty and advanced students in music. Several choral and orchestral concerts are scheduled.

Plays presented by Gardner-Webb students and by visiting drama groups are also a feature of the College's cultural offerings.

Guidance and Counseling

Personal attention to the needs of the individual student has long been a hallmark of Gardner-Webb College. The Director of Counseling and the College Minister are available for counseling.

Career Planning and Placement

The Placement Office, located in the Charles I. Dover Campus Center, seeks to assist students in obtaining positions in their chosen fields. The Family Educational Rights and Privacy Act of 1974 provides that students may have access to their placement records under certain conditions and that files may be released only with the written permission of the students.

Campus Shop

The Campus Shop, located in the Charles I. Dover Campus Center, provides all books and materials needed by graduate students for their courses of study. Textbooks are delivered to students at off-campus centers.

Registration of Automobiles

All automobiles must be registered with the Security Office during registration for classes for students attending classes on the main campus in Boiling Springs. The current registration fee is $20.00 for the calendar year (beginning in the fall and running through the following summer term). A $5.00 registration fee is required for students attending summer school only. A decal is issued for each automobile.



Graduate Program and Courses of Instruction

The Master of Arts in Education program enables educators to enhance their knowledge in their respective fields of study and to improve their professional skills. The program is specifically designed to relate to the in-service needs of teachers in the areas of teaching and research.

The graduate of the program will possess those competencies essential to effective teaching and continuous self-improvement.

Upon completion of the graduate program, the student will be recommended for the North Carolina Class G Teaching Certificate in the appropriate certification area.

Elementary Education (K-6)

The Elementary Education and Education program is designed to include thirty semester hours in three areas, professional, instructional, and subject content components.

Program Goal and Objectives

The goal of the degree programs in Elementary Education is to offer capable students the opportunity for advanced study and research in a specific area of specialization.

The Elementary Education program is designed to meet the following program objectives:

1. Provide a foundation in philosophy of education curriculum development and psychology of learning.
2. Promote the development of skills in organization, planning, implementation, and evaluation of a wide range of instructional materials.
3. Assist teachers in the development and implementation of diagnostic, prescriptive, and evaluative skills for classroom application.
4. Foster the development of the ability to interpret and implement the results of educational research in the elementary classroom.
5. Provide advanced preparation in a selected range of content areas.

Elementary Education (K-6)

A. Professional Component (12 semester hours)
 - Ed 600 Philosophical Foundations of Education 3 hrs.
 - Ed 610 Curriculum Development 3 hrs.
 - Ed 620 Methods of Research 3 hrs.
 - Psy 600 Educational Psychology 3 hrs.
 - or
 - Ed 614 Measurement, Assessment, and Evaluation 3 hrs.

B. Instructional Component (9 semester hours)
 - Ed 615 Strategies of Teaching 3 hrs.
 - Ed 625 Diagnostic Procedures in the Teaching of Reading and Content 3 hrs.

Ed 685 Seminar in Early Childhood Education 3 hrs.

C. Subject Content Component (9 semester hours)
Choose three of the following: (to include Ed 500)
Ed 500 Language Arts and Children's Literature 3 hrs.
Ed 608 Readings in Social Studies Education 3 hrs.
Ed 655 Advanced Children's Literature 3 hrs.
Ed 658 Foundations of Writing Instruction 3 hrs.
FAR 640 Comparative Fine Arts 3 hrs.
SED 520 Science for Elementary Education 3 hrs.
Soc 500 Social Studies for Elementary Education 3 hrs.
Mth 510 Mathematics for Elementary Education 3 hrs.
Mus 546 Teaching Strategies in Music 3 hrs.
Art 502 Art for Teachers 3 hrs.
Hea 500 Comprehensive Health Education 3 hrs.
PE 500 Current Trends in Elementary Physical Education 3 hrs.

Middle School Mathematics (6-9)

The Middle School Mathematics Program is designed to include thirty semester hours in three areas, professional, instructional, and subject content components.

Program Goal and Objectives

The goal of the degree program in Middle School Mathematics is to offer qualified students the opportunity to increase their expertise in mathematics and become more effective in the classroom.

The Middle School Education program is designed to meet the following program objectives:

1. Provide a foundation in philosophy of education, curriculum development, and psychology of learning.
2. Promote the development of skills in organization, planning, implementation, and evaluation of a wide range of instructional materials and methods to facilitate effective teaching at the middle school level.
3. Foster the development of the ability to interpret and implement the results of educational research in the middle school classroom.
4. Provide advanced preparation in a Mathematics Education.

Middle School Mathematics (6-9)

A. Professional Component (12 semester hours)
Ed 600 Philosophical Foundations of Education 3 hrs.
Ed 610 Curriculum Development 3 hrs.
Ed 620 Methods of Research 3 hrs.
Psy 600 Educational Psychology 3 hrs.
or
Ed 614 Measurement, Assessment, and Evaluation 3 hrs.

B. Instructional Component (6 semester hours)
Ed 615 Strategies of Teaching 3 hrs.

Ed 690 Seminar in Middle School Education 3 hrs.

C. Subject Content Component (12 semester hours)
Mth 515 Mathematics for Middle School Teachers 3 hrs.
Mth 525 Topics in Middle School Mathematics I 3 hrs.
Mth 550 Topics in Middle School Mathematics II 3 hrs.
Mth 600 Selected Reading in Diagnostic/Prescriptive Teaching of Middle School Mathematics 3 hrs.

English Education Program (6 - 9 Communication Skills or 9 - 12 English Education)

The Departments of Education and English jointly offer a graduate program in Communication Skills (6 - 9) and English Education (9 - 12) which leads to a Master of Arts in Education in either 6 - 9 Communication Skills or 9 - 12 English Education and a North Carolina **Class G** Teaching Certificate. The program is offered as a closed-group program, with a single point of entry.

Admissions standards are the same as those for entry into other graduate programs at Gardner-Webb, except students must possess a teaching certificate in 6 - 9 Communication Skills (or Language Arts) or 9 - 12 English. Students who do not meet these standards will be evaluated on an individual basis.

Program Goals and Objectives.

The overall goal of the program is to prepare 6 - 9 Communication Skills and 9 - 12 English teachers to become more effective teachers. More specifically, the program, in accordance with the State Department guidelines, is planned so that teachers will be able to :

1. Develop a sound philosophy of teaching English.
2. Create a curriculum based on current research and theory in the teaching of English.
3. Understand, interpret, conduct, and apply research in the teaching of English.
4. Develop and practice methods of planning, teaching and evaluating courses, units, and lesson plans in English.
5. Become better writers and teachers of writing.
6. Understand language (linguistics, phycho- and socio-linguistics, dialect, rhetoric, grammar, etc.)
7. Increase content-area knowledge through various literature courses.
8. Develop skills in literary criticism and response to literature.
9. Experience minority cultures through a contemporary literature course.
10. Develop knowledge about adolescent literature, as well as its availability, quality and use.

Communication Skills (6 - 9)

A. Professinal Component (6 semester hours)
 - Ed 602 Philosophical and curricular Foundations of Education 3 hrs.
 - Ed 621 Research in English Education 3 hrs.

B. Instructional Component (6 semester hours)
 - Ed 616 Methods of Teaching English 3 hrs.
 - Ed 659 The Teaching of Writing 3 hrs.

C. Content Area Component (18 semester hours)
 - Eng 649 American Literature 3 hrs.
 - Eng 651 British Literature 3 hrs.
 - Eng 653 Contemporary Trends in Literature 3 hrs.
 - Eng 657 His. and Development of English Language 3 hrs.

 Electives
 - Eng 655 Adolescent Literature 3 hrs.
 - Eng 691 Seminar in Culture and Literary Expression 3 hrs.

English Education (9 - 12)

A. Professional Component (6 semester hours)
 - Ed 602 Philosophical and Curricular Foundations of Education 3 hrs.
 - Ed 621 Research in English Education 3 hrs.

B. Instructional Component (6 semester hours)
 - Ed 616 Methods of Teaching English 3 hrs.
 - Ed 691 Seminar in Culture and Literary Expression 3 hrs.

C. Content Area Component (18 semester hours)
 - Eng 649 American Literature 3 hrs.
 - Eng 651 British Literature 3 hrs.
 - Eng 653 Contemporary Trends in Literature 3 hrs.
 - Eng 655 Adolescent Literature 3 hrs.
 - Eng 657 His. and Development of English Language 3 hrs.
 - Eng 659 Writing 3 hrs.

Social Studies Education (6 - 9 and 9 - 12)

The social studies program is designed to include thirty semester hours in three areas: professional, instructional, and subject content components. Students must possess a teaching certificate in 6 - 9 or 9 - 12 Social Studies. The program will be a closed group program, with a single point of entry.

Program Goal and Objectives

The overall goal of the program is to prepare 6 - 9 and 9 - 12 social studies teachers to become more effective teachers. More specifically, the program, in accordance with the State Department guidelines, is planned so that teachers will be able to :

1. Develop a sound philosophy of teaching social studies.
2. Create a curriculum based on current research and theory in the

teaching of social studies.
3. Understand, interpret, and apply research in social studies.
4. Develop and practice methods of planning, teaching and evaluating courses, units, and lesson plans in social studies.
5. Examine and be prepared to teach about cultures other than their own.
6. Broaden their understanding of peoples and places in an increasingly interdependent world.
7. Increase knowledge and understanding in history, geography, economics, and political science by taking courses in these disciplines.
8. Increase knowledge and understanding of minority cultures by studies in cultural pluralism.
9. Develop geographical skills.
10. Develop problem-solving skills.
11. Increase knowledge of current events.
12. Increase understanding of the traditions of law in democratic societies.

Social Studies Education (6 - 9)

A. Professional Component (6 semester hours)
 Ed 600 Philosophical Foundations of Education 3 hrs.
 Ed 622 Research in Social Studies Education 3 hrs.
B. Instructional Component (6 semester hours)
 Ed 617 Social Studies Teaching Strategies 3 hrs.
 Ed 692 Seminar in Social Studies Education 3 hrs.
C. Subject Component (12 semester hours)
 His 601 North Carolina History 3 hrs.
 His 602 Europe and the U.S.S.R. in the 20th Century 3 hrs.
 His 603 Africa and Asia: A Geopolitical Survey 3 hrs.
 His 604 Topics in United States History 3 hrs.
 Electives (6 semester hours)
 Eco 600 Economics in World Perspective 3 hrs.
 Geo 600 Cultural Geography 3 hrs.
 Psc 600 Civil Liberties 3 hrs.
 Soc 601 Current Events 3 hrs.

Social Studies Education (9 - 12)

A. Professional Component (6 semester hours)
 Ed 600 Philosophical Foundations of Education 3 hrs.
 Ed 622 Research in Social Studies Education 3 hrs.
B. Instructional Component (6 semester hours)
 Ed 617 Social Studies Teaching Strategies 3 hrs.
 Ed 692 Seminar in Social Studies Education 3 hrs.
C. Subject Component (18 semester hours)
 His 601 North Carolina History 3 hrs.
 His 602 Europe and the U.S.S.R. in the 20th Century 3 hrs.

His 603 Africa and Asia: A Geopolitical Survey 3 hrs.
His 604 Topics in United States History 3 hrs.
Eco 600 Economics in World Perspective 3 hrs.
Geo 600 Cultural Geography 3 hrs.
Psc 600 Civil Liberties 3 hrs.
Soc 601 Current Events 3 hrs.

School Administration (K-12)

The major emphasis of the School Administration program is to prepare experienced teachers to serve as educational leaders. A minimum of three years of successful experience as a classroom teacher is required for entry into this program. Those with bachelor's degrees may enter the two year, one point entry program leading to a master of arts degree in school administration (K-12) which is a 33 semester hour program including a 6 hour internship. Those already possessing masters degrees in various other areas of teacher education may apply to the school administration program for the purpose of obtaining certification in principalship. A transcript evaluation is necessary to determine the number of additional courses required but 18 semester hours is the norm.

Program Goal and Objectives

The goal of the Master of Arts degree in School Administration is to develop educational leaders through courses, research, seminars, and internships. The School Administration program is designed to meet the following program objectives for prospective school administrators:

1. Provide a foundation in the principles and procedures of educational administration, curriculum development, and instructional improvement.
2. Promote the development of the ability to implement and evaluate models of instruction and methods of supervision in the classroom and other school settings.
3. Foster the development of the ability to evaluate classroom teachers within an academic environment.
4. Develop the capacity to interpret and implement educational research in the total school program.
5. Provide preparation for service as instructional and educational leaders.

School Administration (K-12)

A. Professional Component (12 semester hours)
 Ed 600 Philosophical Foundations of Education 3 hrs.
 Ed 610 Curriculum Development 3 hrs.
 Ed 620 Methods of Research 3 hrs.
 Psy 600 Educational Psychology 3 hrs.
 or
 Ed 614 Measurement, Assessment and Evaluation 3 hrs.
B. Instructional Component (6 semester hours)

Ed 615 Strategies of Teaching 3 hrs.
Ed 618 Models of Supervision 3 hrs.

C. Subject Content Component (15 semester hours)
Ed 609 Readings in School Administration (or Ed 612) 3 hrs.
Ed 612 Introduction to Educational Administration (or Ed 609) 3 hrs.
Ed 660 School Principalship 3 hrs.
Ed 680 Issues in Educational Administration 3 hrs.
Ed 695 Internship in School Principalship 6 hrs.

Counselor Education (K - 12)

The counselor education program consists of forty-eight semester hours of graduate level work offered by the Departments of Education and Psychology. The course work is distributed between professional, subject and applied component areas. The graduate of the Gardner-Webb master's program in Counselor Education will possess the competencies essential for effective participation and administration of school counselor and mental health professional positions. The Counselor Education graduates will be recommended by the Department of Education for G-level certification in Counselor Education. This program will be housed in the Department of Education on the Gardner-Webb campus and offered as a closed group program with a single point of entry. The program provides opportunities for developing the skills required to personally, educationally, and experimentally serve either as an effective school counselor, of a mental health professional.

Recognizing the qualities required for the development of competencies leading to a career in school counseling, the following standards are deemed essential for admission to the Master's program in Counselor Education:

1. Bachelor's degree from an accredited institution of higher education Student must arrange for two official transcripts of all previous academic work beyond high school to be sent directly from each institution attended. The Privacy Act requires that each student request in writing that transcripts be released to the Associate Dean for Academic Affairs.
2. Satisfactory test scores on any one of the following tests:
 a. National Teachers Examination
 b. Graduate Record Examination
 c. Miller Analogies Test
3. Three positive letters of evaluation
4. An interview with designated individuals
5. Screening conducted by designated individuals associated with the Counselor Education program including satisfactory scores on self-concept inventory.

Students admitted to this program will have a background in psychology or education (or associated fields). Each student will be individually evaluated to determine any areas needing further development. Any deficiencies will be remediated so that at the conclusion of the program all the necessary competencies have been attained by each student, regardless of undergraduate background. Transcripts of students who hold a N.C. teaching certificate will be evaluated to determine whether they have an adequate foundation in psychology. If any deficiencies exist, the student will be required to complete the course work the specific areas recommended by the department. Students who do not hold a N.C. teaching certificate of equivalent will be given the opportunity to spend time in the public schools during the program to enhance their background experientially, and will need to acquire specific education competencies not included in the program by taking either graduate or undergraduate courses in methods and classroom management

Program Objectives

The goal of the degree program in Counselor Education is to meet the following objectives:

1. Preparation for leadership and implementation of a school couseling program consisting of individual and group counseling, group processes, consultation, assesment, carer development, preventive and remedial services for students.
2. Provision of advanced study in human growth and development, educational psychology, social and cultural foundations, assessment, and research.
3. Development of philosophical bases and skills of the helping relationship.
4. Development of techniques for lifestyle and career development counseling.
5. Emphasis on professional organizations in the field code of ethics, legal considerations and standards.
6. Provision of supervised experiences (course-related laboratory experiences, practicum, and internship)

Counselor Education (K - 12)

A. Professional Component (9 semester hours)
 - Ed 600 Foundations of Education 3 hrs.
 - Ed 614 Measurement, Assessment, and Evaluation 3 hrs.
 - Ed 620 Research in Education 3 hrs.

B. Subject Component (30 semester hours)
 - Psy 621 Crisis Intervention 3 hrs.
 - Psy 640 Advanced Psychology of Human Development 3 hrs.
 - Psy 650 Psychoeducational Issues in Counseling 3 hrs.
 - Ced 610 Theory and Practice of Counseling 3 hrs.
 - Ced 615 The Helping Relationship 3 hrs.

Ced 618 Counseling Services 3 hrs.
Ced 625 Group Processes 3 hrs.
Ced 640 Consultation with Parents, Teachers, and Families 3 hrs.
Ced 645 Life/Career Planning 3 hrs.
Ced 650 Legal and Ethical Issues in Counseling 3 hrs.

C. Applied Component (9 semester hours)
Ced 675 Practicum in Counseling 3 hrs.
Ced 695 Internship in Counseling 6 hrs.

Health Education and Physical Education (K-12)

The Health Education and Physical Education programs are designed for teachers within commuting distance of the college facility. This program, designed to be completed in two years, was developed to accommodate the employed teacher's schedule. The primary focus of the program is "teaching excellence." The design of the program consists of thirty semester hours in three basic areas which include professional, instructional, and elective components. The program offers twelve hours of academic work which may be programmed to meet the needs of the individual student.

Program Goal and Objectives

The goal of the Master of Arts in Health Education and Physical Education is to develop excellence in teaching through courses, research, experiences, and pedagogical practices. Students may take a sequence of courses in health education or physical education.

To attain the goal of the Master of Arts program in Health Education and Physical Education, the following program objectives are indicated:

1. Provide advanced preparation in the field of health education and physical education teaching.
2. Develop skills essential for research and investigation of various aspects of health education and physical education.
3. Develop skills and understanding of numerous methods, techniques, and approaches used in health education and physical education teaching.
4. Foster development of individual potential for becoming optimally effective as health education and physical education teachers.

Education and Physical Education (K-12)

A. Professional Component (6 semester hours)
Ed 600 Philosophical Foundations of Education 3 hrs.
Ed 610 Curriculum Development 3 hrs.

B. Subject Component
1. Required – Physical Education (12 semester hours)
PE 602 Research in Physical Education 3 hrs.

PE 603 Scientific Principles of Physical Education 3 hrs.
PE 604 Teaching Strategies in Physical Education 3 hrs.
PE 606 Seminar-Future Directions in Physical Education 3 hrs.

2. Required – Health Education (12 semester hours)
 H 602 Research in Health Education 3 hrs.
 H 603 Helping Relationships for Health Science 3 hrs.
 H 604 Teaching Strategies in Health Education 3 hrs.
 H 606 Seminar-Future Directions in Health Education 3 hrs.
3. Select (6 semester hours from Major Track)
 PE 500 Current Trends in Elementary Physical Education 3 hrs.
 PE 501 Foundations of Physical Education 3 hrs.
 PE 531 Problems in Physical Education 3 hrs.
 PE 600 Physical Education for Special Populations 3 hrs.
 PE 601 Psychology and Sociology of Sports 3 hrs.
 PE 605 Practicum in Physical Education 1-6 hrs.
 PE 607 Supervision of Physical Education 3 hrs.
 H 500 Comprehensive Health Education 3 hrs.
 H 501 Drug/Alcohol Education 3 hrs.
 H 502 Sexuality/Sex Education 3 hrs.
 H 531 Problems in Health Education 3 hrs.
 H 600 The School Health Program 3 hrs.
 H 605 Practicum in Health Education 1-6 hrs.
 H 607 Supervision of Health Education 3 hrs.
 H 608 The School Health Coordinator 3 hrs.

C. Elective Component (6 semester hours)
 Choose 6 hours from above or from another discipline.

Description of Courses

Art

502. Teaching Strategies in Art **3 semester hours**
Concentrated study of art teaching methods for elementary teachers.

Counselor Education

610. Theory and Practice of Counseling **3 semester hours**
An introduction to the theoretical bases and approaches to counseling, including psychoanalytical, behavioral, humanistic, cognitive, and integrative, and the process of counseling within these approaches.

615. The Helping Relationship **3 semester hours**
An analysis of the helping relationship; facilitating and initiating skills with emphasis upon demonstrations, role play, recordings.

618. Counseling Services **3 semester hours**
Training in the development, maintenance, evaluation, and improvement of counseling services; relationship to the total school program.

625. Group Process **3 semester hours**
An examination of the theories, techniques, materials, and procedures used in group interaction stressing participation and skill development stressed.

640 Consultation with Parents, Teachers, and Families **3 semester hours**
Role of the counselor as consultant; models and skills; evaluation of techniques; communication skill development.

645. Life/Career Planning **3 semester hours**
Philosophy, theory, research in career development and vocational choice processes; applications; career development for women, minorities, and handicapped persons.

650. Legal and Ethical Issues in Counseling **3 semester hours**
A study of current legal and ethical issues confronting the counselor, teacher, administrator, and other student development specialists.

675. Practicum in Counseling **3 semester hours**
A supervised field experience providing interaction with individuals and groups actually seeking services from counselors, with emphasis upon counseling in the school setting

695. Internship in Counseling **6 semester hours**
A planned, supervised counseling experience in a school setting, in which the student will perform all activities expected of a professional school counselor.

Economics

600. Economics in World Perspective **3 semester hours**
A study of the background, development, and future prospects of economic forces on the world stage.

Education

500. Language Arts and Children's Literature **3 semester hours**
Advanced study in the classroom instruction of language arts and children's literature programs in the early childhood, elementary, and middle school curriculum.

600. Philosophical Foundations of Education **3 semester hours**
An analysis of the historical, philosophical, and social interaction between the American social structure and the contemporary educational system.

602. Foundations of English Education **3 semester hours**
Primary source readings in the philosophical, psychological, historical, and curricular foundations of Secondary English instruction. Integrations and applications of these readings will lead to the creation of a grade-level curriculum.

608. Readings in Social Studies Education **3 semester hours**
Directed readings involving an extensive survey of the most recent literature in the field of social studies education.

609. Readings in Educational Administration **3 semester hours**
Directed readings in selected areas of educational administration, such as school finance, school law, or other topics to be determined based upon the need of the student.

610. Curriculum Development **3 semester hours**
An analysis of the nature of curriculum and the relationship of curriculum design, implementation and evaluation to curriculum development.

612. Introduction to Educational Administration **3 semester hours**
Introduction to theory and practice of school organization, including analysis of administrative responsibilities within the school and with school administrators.

614. Measurement, Assessment, and Education **3 semester hours**
An in-depth study of the methods and procedures involved in the process of student evaluation with emphasis upon the assessment procedures related to the learning process. Students will be involved in practical application of the technique with school age children and will have the opportunity to work with informal assessment procedures as well as standardized measures and teacher-made evaluation techniques.

615. Strategies of Teaching **3 semester hours**
An examination of a variety of strategies of instruction for the elementary and middle school, including numerous peer teaching experiences.

616. Methods of Teaching English **3 semester hours**
An examination of the concepts and methods of teaching all aspects of the English curriculum, with emphasis on videotaped practice in the three primary teaching modes: presentation, questioning, and induction

617. Social Studies Teaching Strategies **3 semester hours**
An examination of current teaching strategies in the social studies, emphasizing peer teaching experiences.

618. Models of Leadership **3 semester hours**
An examination of a variety of models of leadership with emphasis on leadership style and management techniques.

620. Methods of Research **3 semester hours**
A study of the scientific method, research techniques, and methodology, with emphasis upon statistical considerations, sampling, historical research, descriptive and analytical studies, and predictive methods.

621. Research in English Education **3 semester hours**
A study of empirical research as applied to English education, including selecting and researching a problem, creating a proposal, carrying out the research methodology in a field-based study, and reporting and discussing the findings in a final report; also, measurement, statistics, testing and evaluation are studied.

622. Research in Social Studies Education **3 semester hours**
A course in research as applied to history and social science including the research and writing of two projects, one in history and one in social science.

625. Diagnostic Procedures in the Teaching of Reading and Content **3 semester hours**
A diagnostic-prescriptive approach to teaching and learning communication skills including experience in using informal testing, standardized tests, and criterion-referenced tests. Prerequisite: Reading Foundations (undergraduate or graduate).

655. Advanced Children's Literature **3 semester hours**
An advanced study of children's literature, emphasizing its use to enhance reading instruction across the curriculum. Such current topics as bibliotherapy, children's poetry, book selection and evaluation are examined.

658. Foundations of Writing Instruction **3 semester hours**
An exploration of the relationship between reading and writing including classroom application of literature on writing instruction and on teaching through writing.

659. The Teaching of Writing **3 semester hours**
An examination of varieties of language use, styles of expression, and writing processes. Research-based study of the evaluation of writing and instruction in writing. Students will write during the course.

660. School Principalship **3 semester hours**
An examination of the roles, functions, and duties of a school principal, including an analysis of the purposes, structure, and operation of an educational organization. Emphasis is placed upon policies and procedures relating to personnel administration, evaluation, negotiation, and budgetary responsibilities.

675. Internship in Teaching **6 semester hours**
A graduate course which requires full time supervised teaching in the public school.

680. Issues in Educational Administration **3 semester hours**
An examination of current issues in educational administration, such as legal issues, administrative computer application, budget preparation.

685. Seminar in Early Childhood Education, Intermediate Education **3 semester hours**
A seminar for discussion and examination of current issues in early childhood and intermediate education. Within the course a written or oral comprehensive examination or presentation of a final project is required.

690. Seminar in Middle School Education **3 semester hours**
A seminar for discussion and examination of current issues in middle school education. Within the course a written or oral comprehensive examination or presentation of a final project is required.

692. Seminar in Social Studies Education **3 semester hours**
A seminar for the study of current issues in social studies education. The primary emphasis will be the synthesizing of materials covered in the program.

695. Internship in School Principalship **6 semester hours**
A planned, supervised administrative experience in a public school setting.

English

649. American Literature: Its Masters and Masterpieces **3 semester hours**
Focuses on major authors in American Literature (from approximately 1835 to 1925) who have contributed to distinctive developments in literary form, theme, and style. Representative works of such authors as Poe, Hawthorne, Whitman, Dickinson, Twain, Crane, O'Neill, and Hemingway will be read for discussion and for written and oral analysis.

651. Major British Writers of the Nineteenth Century **3 semester hours**
A study of poetry, fiction, and drama of such writers as Wordsworth, Coleridge, Keats, Tennyson, Browning, Dickens, and Shaw.

653. Contemporary Trends in Literature **3 semester hours**
Focuses on contemporary development of the creative genres, with primary emphasis on fiction. In surveying modern directions of literature, particular emphasis will be placed on works by women, blacks, native Americans, and other minority groups whose contributions to literature have been recognized only in the relatively recent past.

655. Adolescent Literature **3 semester hours**
An advanced study of adolescent literature, emphasizing the use of reading skills. Both classical and contemporary adolescent literature are included. Such current topics as bibliotherapy, censorship, book, selection and evaluation are examined.

657. History and Development of the English Language **3 semester hours**
A study of the origin of English and the influences upon it; phonology and morphology; dialect; traditional grammar; structural linguistics.

659. The Teaching of Writing **3 semester hours**
An examination or varieties of language use, styles of expression, and writing processes. Research-based study of the evaluation of writing and instruction in writing. Students will write during the course.

691. Seminar in Culture and Literary Expression **3 semester hours**
Focuses on recognizing the relationship of cultural heritage to the written and spoken word, to creativity, and to communication.

French

500. Francophone Language Arts for Early Childhood, Intermediate, and Middle School Teachers **3 semester hours**
Selected topics of culture, civilization, language, and literature from France and other Francophone countries, conducted in English. No prior knowledge of French required.

Health

500. Comprehensive Health Education **3 semester hours**
A study of the development process of a comprehensive health education program.

501. Drug/Alcohol Education **3 semester hours**
Advanced study of the drug/alcohol use and abuse problem. Pharmacological, sociological, psychological, educational, and safety aspects of drug/alcohol use and abuse are stressed.

502. Sexuality/Sex Education **3 semester hours**
Advanced study of human sexuality, including basic strategies for teaching sex education.

531. Problems in Health Education **3 semester hours**
An intensive study of basic issues and the related literature in the health education field.

600. The School Health Program **3 semester hours**
Advanced study of the total school health program. The course will focus on the school health program as it relates to the school child.

602. Research in Health Education **3 semester hours**
A study and practice of research techniques used in health education designed to familiarize the student with a variety of resource materials and to provide the student with a research experience in a health education area.

603. Helping Relationships for Health Science **3 semester hours**
A study dealing with human relations skill training using the Gazda Model as a base. Carkuff, Gordon, Glasser, and Purkey models will also be studied.

604. Teaching Strategies in Health Education **3 semester hours**
An in-depth study of the development and utilization of innovative teaching strategies used in health education.

605. Practicum in Health Education **3 semester hours**
Visitations and on-the-job training with administrators in health education. A study of various problems and patterns which occur in schools as they relate to a K-12 health education program.

606. Seminar-Future Directions in Health Education **3 semester hours**
A conclusive seminar for the examination of future directions and trends in health education. Within this course, a comprehensive examination is given.

607. Supervision of Health Education **3 semester hours**
A study of the basic issues involved in supervision in health education. Particular attention will be paid to organization and administration problems in supervision.

608. The School Health Coordinator **3 semester hours**
A study of the role and function of a school health coordinator in a comprehensive health education program.

Fine Arts

640. Comparative Fine Arts **3 semester hours**
A comparative study of art, dance, music, theatre, and architecture with regards to concepts, history and relationships between and analysis of sample presentations. Attendance at selected fine arts presentations is required.

Geography

600. Cultural Geography **3 semester hours**
A study of the interplay of peoples, resources, and ideologies in global perspective. Emphasis will be given on Latin America and Third World Cultures.

History

601. North Carolina History **3 semester hours**
A chronological study of the History of North Carolina from its colonial beginnings to the present. Emphasis given to the historical, geographical, social, and racial aspects of the state's history, as well as the national and sectional dimensions of the state's experience.

602. Europe and the U.S.S.R. in the 20th Century **3 semester hours**
A history of Europe from the background of the First World War to the present, emphasizing the interplay of world war, revolution, and economic forces upon Europe and the Soviet Union.

603. Africa and Asia **3 semester hours**
A brief survey of African and Asian history with particular attention given to the interaction of western ideas upon the traditional cultures of Africa and Asia

604. Topics in United States History **3 semester hours**
A specialized study of selected historical developments in American history. Topics will vary from semester to semester.

Mathematics

510/515. Mathematics for Elementary/Middle School Teachers **3 semester hours**
A study of the mathematical concepts taught in grades K-4/4-9.

525. Topics in Middle School Mathematics I **3 semester hours**
A study of algebra, probability, and statistics as they relate to middle school instruction.

550. Topics in Middle School Mathematics II **3 semester hours**
A study of geometry, the metric system, and computers as they relate to middle school mathematics.

600. Selected Readings in Diagnostic/Prescriptive Teaching of Middle School Mathematics **3 semester hours**
A study of diagnostic techniques and instruments and the research that supports their uses in teaching.

Music

546. Teaching Strategies in Music **3 semester hours**
A course utilizing the philosophical foundations of several techniques, including Orff, Kadaly and Dalcroze in developing practical techniques for making music meaningful for elementary students.

Physical Education

500. Current Trends in Elementary Physical Education **3 semester hours**
A study of pertinent trends, programs, techniques, laws, and developments in physical education at the elementary school level.

501. Foundations of Physical Education **3 semester hours**
An examination of the bases of physical education as a discipline with emphasis on curriculum development, philosophy of physical education, and principles of physical education.

531. Problems in Physical Education **3 semester hours**
An intensive study of basic issues and the related literature in the physical education field.

600. Physical Education for Special Populations **3 semester hours**
A study of the implications for physical educators created by special student populations including mentally retarded, physically handicapped, gifted and talented, emotionally disturbed, and the elderly.

601. Psychology and Sociology of Sports **3 semester hours**
An analysis of the psychological and sociological aspects of sport with an emphasis on understanding application of psychological and sociological principles as teachers and coaches and realizing the implications of such application.

602. Research in Physical Education **3 semester hours**
A study and practice of research techniques used in physical education designed to familiarize the student with a variety of resource materials and to provide the student with a research experience in a physical education area.

603. Scientific Principles of Physical Education **3 semester hours**
A study of practical anatomical, physiological, biomechanical, and kinesiological principles and trends that are useful in teaching physical education.

604. Teaching Strategies in Physical Education **3 semester hours**
An in-depth study of the development and utilization of innovative teaching strategies in physical education.

605. Practicum in Physical Education **3 semester hours**
Visitations and on-the-job training with administrators in physical education. A study of various problems and patterns which occur in schools as they relate to a K-12 physical education program.

606. Seminar-Future Directions in Physical Education **3 semester hours**
A conclusive seminar for the examination of future directions and trends in physical education. Within this course, a comprehensive examination is given.

607. Supervision of Physical Education **3 semester hours**
A study of the basic issues involved in supervision in physical education. Particular attention will be paid to organization and administration problems in supervision.

Political Science

600. Civil Liberties **3 semester hours**
A study of the basic freedoms and their protection under American law. Emphasis will be given on selected cases and the evolution of constitutional guarantees.

Psychology

600. Educational Psychology **3 semester hours**
Designed for in-service teachers, this course is an in-depth analysis of psychological foundations of education with emphasis given to theory and practice relating to cognition, motivation, individual differences, evaluation, and conflict management.

621. Crisis Intervention **3 semester hours**
Theory and techniques of crisis intervention counseling; role playing and modeling; participation and skill development stressed.

640. Advanced Psychology of Human Development **3 semester hours**
An advanced course in human development covering the basic theories and the research bases for instruction decisions; early childhood to adulthood included.

650. Psychoeducational Issues in Counseling **3 semester hours**
Focus on issues of educational psychology, educational and psychological testing; substance abuse; and human sexuality.

Social Studies

500. Social Studies for Elementary Education **3 semester hours**
Social studies methodologies and content for early childhood and intermediate teachers.

601. Current Events **3 semester hours**
A course which explores current world problems through review of newspaper, periodical, and current writings by scholars in the field.





Directories

Officers of the Corporation

Lloyd C. Bost, L.H.D., *Chairman*
Hobart C. Smith, L.H.D., *Vice Chairman*
H. Gene Washburn, M.D., *Secretary*
Earl Groves, *Treasurer of the Corporation*
M. Christopher White, Ph.D., *President*
Joe Mauney, J.D., *Attorney*
Richard H. Franklin, Ed.D., *Assistant Secretary*
Donnie O. Clary, *Assistant Treasurer*

Board of Trustees

Terms Expiring December 31, 1989

Charles E. Adams, Matthews, N.C.
LaCount Anderson, *Forest City, N.C.*
Gladys Boroughs, *Greensboro, N.C.*
W. Max Colwell, Ph.D., *Millers Creek, N.C.*
Russell Fitts, *Shelby, N.C.*
Ronald Hawkins, *Statesville, N.C.*
Thomas Hogan, *Gastonia, N.C.*
F. Guy Walker, Jr., *Raleigh, N.C.*

Terms Expiring December 31, 1990

John Bethea, *Matthews, N.C.*
David G. Bissette, *Winston-Salem, N.C.*
Lloyd C. Bost, L.H.D., *Shelby, N.C.*
Mary Arden Harris, *Charlotte, N.C.*
Allen Johnson, *Statesville, N.C.*
A. Grayson Kellar, *Gastonia, N.C.*
Jack Lutz, *Forest City, N.C.*
William Mangum, *Moravian Falls, N.C.*
Hobart C. Smith, L.H.D., *Charlotte, N.C.*

Terms Expiring December 31, 1991

George Blanton, Jr., *Shelby, N.C.*
Larry Crawford, M.D., *Burlington, N.C.*
James E. Maynor, *Charlotte, N.C.*
Eleanor McCall, *High Point, N.C.*
John T. McCulloch, *Charlotte, N.C.*
Timothy Pennell, M.D., *Winston-Salem, N.C.*
James H. Ruppe, *Rutherfordton, N.C.*
Thomas L. Warren, M.D., *Hickory, N.C.*
H. Gene Washburn, M.D., *Boiling Springs, N.C.*

Terms Expiring December 31, 1992

Forrest H. Burgess, *Forest City, N.C.*
William K. Elliott, *Boiling Springs, N.C.*
Boyce Grindstaff, *Forest City, N.C.*
Wayne McDevitt, *Marshall, N.C.*
Sam McMahon, Jr., *Charlotte, N.C.*
J. Michael Minnix, *Cherryville, N.C.*

Donald Norris, *Statesville, N.C.*
Thomas E. Philson, *Matthews, N.C.*
Helen M. Stinson, M.D., *Greensboro, N.C.*

Trustees Emeriti
Charles I. Dover, L.H.D., *Shelby, N.C.*
Mae Cline Stroup, L.H.D., *Shelby, N.C.*
Ex-Officio
Cline W. Borders, *Shelby, N.C.*

Graduate Faculty, 1988-89

M. Christopher White, 1986, *Professor of Religion; President of the College*
A.B., Mercer University; M.Div., The Southern Baptist Theological Seminary; Ph.D., Emory University

A. Frank Bonner, 1987, *Professor of English; Vice President and Dean for Academic Affairs*
B.A., Furman University; M.A., University of Georgia; Ph.D., University of North Carolina at Chapel Hill

Gilmer W. Blackburn, 1968, *Professor of History; Associate Dean for Academic Affairs*
A.A., Gardner-Webb College; B.A., M.A., Wake Forest University; Ph.D., University of North Carolina at Chapel Hill

Robert R. Blackburn, 1958-62, 1969, *Professor of Health Education and Physical Education*
A.A., Gardner-Webb College; B.S., Erskine College; M.A., Ed.D., George Peabody College for Teachers

Joyce C. Brown, 1966, *Professor of English*
B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi; Additional study, Appalachian State University

Frieda F. Brown, 1985, *Assistant Professor of Psychology*
B.A., M.Ed., University of North Carolina at Chapel Hill; Ph.D., University of Louisville

Barbara N. Burkett, 1979, *Professor of Biology*
B.S., North Carolina State University; Ph.D., Western Reserve University

Gary L. Chandler, 1987, *Assistant Professor of Health and Physical Education; Coordinator of Intramurals*
B.A., M.Ed., Appalachian State University; Ed.D., University of North Carolina at Greensboro

John A. Chesky, 1984, *Associate Professor of Education; Chair, Department of Education*
B.S., Clarion University of Pennsylvania; M.A., Georgetown College; Ed.D., University of Kentucky

Kenneth F. England, 1985, *Professor of Education*
B.S., M.A., Appalachian State University; Ed.D., New York University

Terry L. Fern, 1980, *Professor of Music*
B.M., Oklahoma Baptist University; M.M., University of Louisville; D.M.A., North Texas State University

Roger G. Gaddis, 1974, *Professor of Psychology; Chair, Department of Psychology*
B.A., University of North Carolina at Charlotte; M.A., University of Tennessee; Ph.D., University of South Carolina at Columbia; Additional study, Appalachian State University

Delores M. Hunt, 1978-80; 1982, *Professor of Health Education and Physical Education; Women's Volleyball Coach; Chair, Department of Health Education and Physical Education*
B.S., Auburn University; M.Ed., D.A., Middle Tennessee State University

Paul W. Jolley, 1962, *Professor of Mathematics; Chair, Department of Mathematical Sciences*
B.S., M.A., Appalachian State University; M.A.T., University of North Carolina at Chapel Hill; Ed.D., Florida State University

Mary E. Outlaw, 1989, *Assistant Professor of Education*
A.A., Lake-Sumter Community College; B.A., Palm Beach Atlantic College; M.S.Ed., Northern Illinois University; Ed.D., University of Georgia

Patricia W. Partin, 1988, *Professor of Psychology and Education*
B.A., Wake Forest University; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University

C. Sherman Parrish, 1970, *Professor of Chemistry*
A.B., Berry College; Ph.D., University of Mississippi

Launita E. Proctor, 1969, *Professor of Health Education and Physical Education*
A.A., Kansas City Junior College; B.S., Oklahoma Baptist University; M.R.E., Southwestern Baptist Theological Seminary; M.Ed., Texas Christian University; Ed.S., Appalachian State University; Ph.D., Vanderbilt University; Additional study, University of Virginia

Larry L. Sale, 1971, *Professor of Education; Associate Vice President for Development*
B.S., M.A., Appalachian State University; Ed.D., University of Indiana

James K. Taylor, 1964, *Professor of English; Chair, Department of English Language and Literature*
B.A., Carson-Newman College; M.A., Appalachian State University; Ph.D., Indiana University of Pennsylvania

Jeffrey L. Tubbs, 1982, *Associate Professor of Health Education and Physical Education*
B.A., Bryan College; M.S., D.A., Middle Tennessee State University

Administrative Officers and Staff

M. Christopher White, A.B., M.Div., Ph.D., *President*
Kathryn C. Eeds, *Administrative Assistant to the President*

Academic Affairs

A. Frank Bonner, B.A., M.A., Ph.D., *Vice President and Dean for Academic Affairs*
Gilmer W. Blackburn, A.A., B.A., M.A., Ph.D., *Associate Dean for Academic Affairs*
Mildred B. Poston, A.A., *Administrative Assistant to the Vice President for Academic Affairs*

Graduate Program

Stephen E. Sain, B.A., M.A., *Graduate Program Administrative Associate*
Elizabeth B. Glenn, A.A., *Secretary to the office of Graduate Studies.*

Special Studies

Evan M. Thompson, B.A., M.A., Ed.S., *Dean for Special Studies*
E. Jerome Scott, A.A., B.S., M.A., *Assistant Dean for Special Studies*
Joyce B. Summers, B.S., *Secretary to the Office of Special Studies*
Margaret H. King, B.S.M., *Secretary to the Office of Special Studies*

Academic Advising Center

Melvin R. Lutz, Jr., A.A., B.A., M.A., *Dean of Academic Advising*
Elaine P. Ashley, *Secretary of the Academic Advising Center*

Library

Valerie M. Parry, B.A., M.S.L.S., *Library Director*
Ruth A. Smith, B.Mus., M.L.S., *Public Services Librarian*
Miriam E. Ash-Jones, B.S., M.S., M.L.S.,*Reference Librarian*
Carolyn B. Hunt, *Executive Assistant to the Library Director*
Marie A. Wellmon, CPS, *Acquisitions Assistant*
Thomas E. Rabon, Jr., B.A., *Weekend and Night Library Supervisor*
J. Harrison Williams, B.A., M.A., *Technical Services Assistant*
Kenneth H. Helms, *Media Assistant*

Registrar

J. Kinney Schulte, B.A., M.S., M.B.A., *Registrar*
Lou Ann P. Scates, B.A., *Assistant Registrar*
Dorethia Miller, *Secretary to the Registrar*

Departmental Secretaries

Joetta M. Eastman, *Part-time Secretary to the Department of Health Education and Physical Education*
Barbara Merritt, *Secretary to the Department of Education*

Student Development

Richard H. Franklin, A.A., B.A., M.Div., Ed.D., *Vice President and Dean for Student Development*
Vicki S. Webb, A.A.S., *Administrative Assistant to the Vice President for Student Development*
Benjamin F. Davis, B.A., M.Div., *Director of Counseling*
Ruth Kiser, A.A., B.S., M.R.E., *Director of Career Services and Placement*
Monroe M. Ashley, B.A., M.Div., *Director of Campus Ministries*

Security and Traffic

David L. Helton, B.S., *Director of Department Safety*

Business Affairs

Donnie O. Clary, B.S., *Vice President for Business & Finance*
David H. Roach, B.S., *Assistant to the Vice President for Business and Finance*

Business Office

Earl H. Godfrey, Jr., A.S., B.S., *Comptroller*
Shirley B. Pyron, *Staff Accountant*

Financial Planning

Marie B. Martin, B.S., *Director of Financial Planning*
Kaye H. Schenck, *Financial Planning Assistant*
Sheila F. Silver, A.A.S., *Financial Planning Assistant*
Antionne L. Wesson, *Financial Planning Assistant*

Computer Services

Dan W. Proctor, A.A., B.A., B.D., Ph.D., *Director off Administrative Computing*

Campus Shop

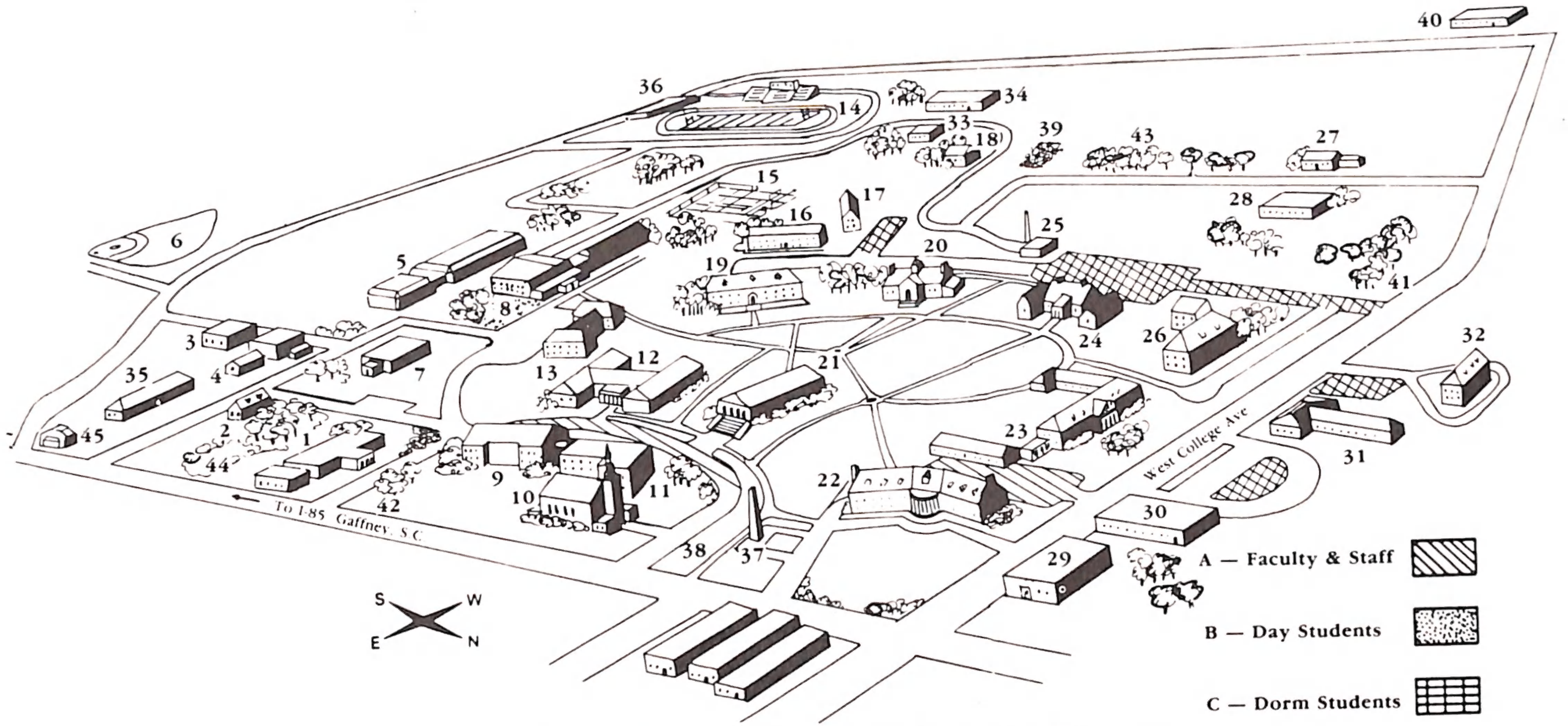
Frieda B. Collins, A.A., *Campus Shop Manager*
Lee R. Stocker, *Assistant Campus Shop Manager*

College Relations

Ralph W. Dixon, Jr., B.S., *Vice President for College Relations, Director of the Broyhill Academy for the Study of Independent Concepts*
Glenda S. Crotts, *Administrative Assistant, Development*

Development

Larry L. Sale, B.S., M.A., Ed.D., *Associate Vice President for Development*
Bobbie C. Luckadoo, B.S., *Director of Foundations and Corporate Relations*
Joann W. Lutz, *Director of Planned Giving*
Robert T. Parsons, Jr. B.A., M.A., D.Min., *Director of the B.E. Morris Academy*
Robin Taylor, B.A., *Director of Public Information*
Mily J. Dover, B.A., *Director of Graphic Design*
F. Osborne McFarland, B.S., M.A., *Sports Information Director and Director of the Bulldog Club*



Gardner-Webb College

1. Elliott House
 College Minister
 B.E. Morris Academy
 Faculty Offices
2. Noel House
 (Center for Hearing
 and Visually Impaired)
3. Spangler & Myers Halls
4. Washburn Building
5. Lutz-Yelton Convocation Center
6. Nanney Baseball Field
7. John R. Dover, Sr. Library
8. Bost Gym — Swimming Pool
9. Lindsay Classroom Building
10. John R. Dover, Jr. Chapel
11. Elliott Hall
12. Charles I. Dover Campus Center
13. Decker Hall
14. Ernest W. Spangler Memorial Stadium
15. Suttle Tennis Courts
16. Lutz-Yelton Hall
17. Mauney Hall
18. Science Hut
19. A.T. Withrow Science Building
20. Craig Classroom Building
21. E.B. Hamrick Building
22. Webb Administration Building
23. H.A.P.Y. Hall
24. O. Max Gardner Building
25. Power Plant
26. Stroup Hall
27. Campus House
28. Nanney Hall
29. U.S. Post Office
30. Doctors' Building
31. Royster Hall
32. Radio Station/Guest House
33. Maintenance Shop
34. Grounds Storage
35. Department of Safety/Physical Plant
36. V.F. Hamrick Field House
37. Light Tower
38. Visitors' Parking Area
39. Spring
40. Crawley Hospital
41. Dixon Gate
42. Jarrell Gate
43. Memorial Wildflower Garden
44. Kathleen N. Dover Memorial
 Garden
45. Development House

Communications with Gardner-Webb College

This bulletin contains pertinent information about Gardner-Webb College, its philosophy, policies, regulations and course offerings. All students and prospective students are urged to read it carefully.

Correspondence relating to official business should be addressed as follows:

President
- General information

Vice President for Academic Affairs
- Academic program
- Academic work of students in college
- Faculty positions

Department of Education
- Graduate advising
- Certification, graduate or undergraduate
- Evaluation of coursework for entrance

Department of Physical Education
- Graduate advising
- Evaluation of coursework for entrance

Associate Dean for Academic Affairs
- Graduate Program admissions
- Graduate Program curriculum and policies

Vice President for Student Services
- Housing
- Student affairs

Vice President for Business and Finance
- Payment of student accounts
- Inquiries concerning expenses

Vice President for College Relations
- Public relations
- Contributions, gifts or bequests
- Estate planning

Director of Placement
- Career options for students
- Employment of seniors and alumni

Registrar
- Requests for transcripts
- Evaluation of transfer credits
- Student educational records

Director of Alumni
- Alumni affairs
- Parent relations

GARDNER-WEBB COLLEGE
Boiling Springs, North Carolina 28017
1-800-222-2311